

Project Concept

(1) **Name of Organization:** Joint Action Networking (JAN)

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(3) **About JAN:** Joint Action Networking (JAN) is a non-profit, non-political, non-government, socio-economic development organization and registered under the Government of Bihar. JAN came into existence in the year 2000 in the Nalanda district in Bihar led by a group of dedicated social workers who were inspired by the ideologies of great freedom fighters and personalities like Gandhi, Binoba and Jaiprakash Narayan for the promotion of an equal, peaceful and progressive India. Since inception, JAN is working to reduce poverty, illiteracy, unemployment, etc. from the society in different districts of Bihar with a people-centric approach putting the poor and marginalized at the center of all its development initiatives.

JAN has a team of human resources who are well qualified and experienced to project implementation. JAN follows regular monitoring, sharing experiences and immediate action for the successful implementation of its programs. JAN specially targeted to ensure its support to poor women, youths, and children with a focus to their integrated development.

Legal Status: JAN is registered under the Society Registration Act 1860, Section 12 (A) of Income Tax Act, FCRA Act and PAN thus eligible to undertake grant-in-aid and individual donations for developmental activities/programs. JAN is managed by a nine member executive committee comprising 4 female and 5 male who are committed and experience

Location Of project area:

Country - India
State - Bihar
Dist- Nalanda
Block -Hilsa
No Of Gram Panchyat - 02
No Of Village - 16
No Of School - 15
No Of AWC -16

Si.No	Name Of Village	No. of School	No .Of Aganwadi
01	Akbarpur	Middle School	04
02	Kesopur	Primary School	01
03	Krishna Bigha	Middle School	01
04	Bavhandiha	Middle School	01
05	Agnu Bigha	Middle School	00
06	Nonia Bigha	Middle school	01
07	Malbigha	Primary School	01

08	Rani Bag	Primary School	00
09	Momindpur	Middle School	01
10	Barkhanda	No	00
11	Nadha	Middle School	01
12	Nadwar	Primary School	01
13	Baradih	Primary School	01
14	Barabigha	Middle School	01
15	Bhurkur	Middle School	01
16	Posanda	Primary School	01

Nature of the problem

The project area is located in and around of **Hilsa** block of **Nalanda** district , Bihar ,including ten villages of twopanachayats. It is the most backward block , both economically and socially. Poverty is aggravated by low literacy rate, high unemployment and large family size. Early marriage , early sexual debut and early child bearing and inadequate birth intervals as well as poor access to utilization to health services take it's toll on the health of mother and children. Consequences for the health and well being of family are serious The schedule Caste are the underprivileged section of society . They have very less or negligible land holding and fulfill two square meal by labour work of any kind. They stands in lower rang of societal ladder . In the meantime people are not getting safe drinking water. People are even not getting minimum safe drinking water and water level has gone very deep . The condition of water level is becoming alarming year to year, due to this source of waters i.e. wel , tube well etc. dry at the start of summer season. Further, primitive source of water i.e. ponds, wel ,ahar, river, pyne etc. are polluted and filled with soil and their original shape has been disappeared . There is no water at river since last three years .It has lost the natural way of collecting , storing and conserving water . There is increased pollution , lack of trees and new plantation is also lacking . It has created ecological imbalance . Temperature of the area has increased up to 46 degree C due to lack of plants. Further increased pollution in the area. There is high use of polythene , which has polluted and closed the water drainage system . Some time animals also eat polythene and their health become degraded.

Poverty ratio is as high as 40.1 percent of rural area. Economy of the area is predominantly agrarian where more than 80% population in villages. The principle crop are paddy and wheat. The lack of grow of agriculture is also due to uneconomic landholding size of farmers. Agriculture is not profitable here due to lack of irrigation facilities. The indigenous technology of irrigation i.e. Ahar/ Pyne has deteriorated due to policy makers and authorities like warm attitude. The region falls in drought prone area, whereas there is negligible efforts towards wasteland development , water conservation, construction and renovation of water resources and land management. It effects agriculture production. Migration is as high as 32% due to absence of employment opportunity. Poor still approach to money lender to fulfil family emergency need, who charges very high interest rate

(100% to 150%) and family engulfed in vicious circle of poverty. There is absence of Small Scale Industries and Micro Enterprises and the unemployed mass specially women are unskilled. The incidence of poverty is higher in rural area due to landlessness , poor employment opportunity, lower wage rates, higher interest rate and lower productivity. The overall literacy rate in the block is below the national average. Boys and girls children are not enrolled at Anganwari Centres and schools . Illiteracy is deep rooted and Govt. education facilities are beyond the reach to the last door of downtrodden section of society and children with different circumstances. Even at Govt. formal schools attendance is poor and drop out rate of girls is very high. Reasons are of multifaceted. Education plans lack community involvement and inclusion of children with difficult situations. In the meantime deep rooted social prejudices, cultural believes and taboos has widen the discrimination against girls. In the context of status of women, lack of social development, particularly in the field of education, insulates a society from all ideas of modernity, including gender equality. There is also dysfunctional of SMC (School Management Committee) and untrained para teachers. It effects the status of quality of education at govt. school . Lacking quality nutrition and education services at AWC (Anganwari Centres) , unskilled Anganwari workers /Sewika and Sahayika , deteriorated mother and child health , adolescent girls are effected by anemia and lacking life skills . Mata Samiti are not functional in the villages . PRI (local governance) members are not sensitive to children education, quality education at govt. schools and quality nutrition services to children at ICDS promoted AnganwariCentres . There is lacking effective coordination between community and ICDS officials , which is important for quality nutrition services at AWCs. The environment and quality education are lacking at govt. schools . The school management is not much concern to enrolment and drop out of vulnerable children . They are not showing the social responsibility as per expectation . There is high rate of schooldrop out among disabled and dalit Children is a issue of concern.

Govt. health care facilities is not able to meet the requirements of rural community completely. Services on Pregnancy care, safe delivery, postpartum care, family planning, safe abortion and RTI/STI at PHC and APHC doesn't have continuity. Early marriage followed by early and repeated pregnancy is very common in the area due to deep rooted myths on reproductive health and contraception. It results a lot youth especially female are suffered from reproductive health diseases, RTI/STI and increased MMR and IMR. The median age of marriage for girls is 17.5 years which is much less than the National average of 16.4 years. The proportion of births where mothers were given doses of iron/folic acid, to meet the additional needs of iron during pregnancy , is only 24.1% and also institutional delivery percentage is less .

Health and education status of children.

- Deep rooted poverty and high illiteracy.
- High migration in search of employment among dalit and poor community . They have minimum or no land holding.

- There is serious problems of out of school of dalit, poor children , girls , disabled .
- High school drop out of dalit ,poor, girls due to engagement in labour work, supporting parents in work place and girls are highly engaged in household work as parents are involved in work . Further , there is myths and misconception concerning girls education. Parents rates less to girls education than their marriage .
- There is prevalence of child marriage followed by early and repeated pregnancy , which hamper the health cycle of girls.
- Adolescent girls are completely unaware of health, hygiene, nutrition, menstrual hygiene , ill affect of early marriage and early pregnancy . It restrict them to bargain with parents concerning marriage issue.
- Dysfunctional of SMC (School Management Committee) and untrained para teachers. It effects the status of quality of education at govt. school .
- Lacking quality nutrition and education services at AWC (Anganwari Centres) , unskilled Anganwari workers /Sewika and Sahayika , deteriorated mother and child health , adolescent girls are effected by anemia and lacking life skills . Mata Samiti are not functional in the villages .
- PRI (local governance) members are not sensitive to children education, quality education at govt. schools and quality nutrition services to children at ICDS promoted Anganwari Centres . There is lacking effective coordination between community and ICDS officials , which is important for quality nutrition services at AWCs.
- There is lots of myths and misconception concerning reproductive health issues at community . It restricts young women to take decision in reproductive health issues.
- Young women are unaware of reproductive health subjects i.e. menstruation and menstrual hygiene, pregnancy care, safe delivery, family planning, post partum care, RTI/STI etc.
- In the same time there is prevalence of child marriage at dalit community. Mostly girls education and health are severely affected by child marriage . Further, disabled children are out of mainstream of society ,education and entitlement meant for them.

About community: Community people do not have the basic knowledge toward s human right and several Govt. welfare scheme meant for them. It is due to deep rooted illiteracy land ignorance. Now there are a lot Govt. Schemes and programmes for these downtrodden community. Due to reservation there are a lot participation of these community in PRI (Panchayat Raj institution), but only very few are in active role. Maximum PRI representatives are by force guided by dominant community people. Maximum dalit children are out of school or school drop out. Parents are not sensitive to children education , their only focus is on earning to fulfil the family emergency needs. Girls children education status is further degraded. ANganwari Centres are not properly functioning . Community representative , Vikash Samiti is dysfunctional , hence there is no community efforts to make the facilities better. School management committee is also dysfunctional , which has responsibility to monitor and check the school functions. Dalit

community particularly youth including female are the potential group but they are unskilled hence engaged in labour work and also migrate to brick factory, other city and other state in search of employment .

Livelihood source: Agriculture And Daily Wages.

	Number	(f) %	(m) %
Age 0-5	1620	804	816
TAge 6-12	2026	1056	970
Age 13-17	1529	956	573
Age 18-25	1220	575	645
Other target groups	Women, Girl ,Boy ,Youth,disabled children		
Indirect beneficiaries	12000 people		

Project Title : Project Proposal on ‘Integrated Interventions on Quality Health, Education, and Livelihoods’

1. Proposed Activities :

1. **Community awareness: On health and sanitation, education and government schemes:** Village level Awareness campaigns will be organized with focus on RTE including activities such as monthly village level meetings, observation of Child Rights Week, organizing of village level rallies; observation of anti child labour campaign through meetings, street plays, rallies, distribution of IECs; observation of campaign for school enrolment during new session of school through parents meeting. [16 Awareness campaigns]
2. **Education centre for drop out and irregular students:** 8 education centres will be operational for education support to drop out, irregular Mushar children so that they can be mainstreamed to regular school in long run. Every centre caters the need of atleast 30 children. Centre will adapt playing, drawing and joyful method for teaching children. [8 teachers]
3. **Formation of children and youth groups:** 16 youth groups and 16 children group will be formed in the area. The children and youth will be oriented on child rights, environment and social issues. Monthly meeting will be organised to prepare them and involve them
4. **Training and capacity building of children and youth group members**
Twice in a year 80 children will be engaged in the training where the resource person who are expert in child based issues will held a discussions and inputs on issues like child rights like education, child labour, trafficking, children safety and protection, laws related to children , issues on gender , and ecological rights.

5. **Celebration of important days:** Observation of important days will be organized with participation of children, youth and other community members; this will include environment action days and other days special to children. Such celebrations would lead to more awareness on relevant issues as well as create platform for the children to participate in discourses and activities like sports tournament, plantation of local trees, cultural activities relating to matters which affect them. [4 activity]
6. **Training of health workers, SMC members:** Panchayat level training will be conducted at [2 trainings in a year @ 50 participant]
7. **Quarterly meeting with CBOs and PRI members:** 6 meeting in a year. to sensitize and build rapport with the local representative , bi monthly meeting will be organised
8. **Vocational training for drop out girls and young women:** Child labours, child marriage among girls are the major concern specially the drop out girls. 6 group [batches] will also be formed while the vocational centres will run , so that it bring out the girls and engage them in discussion on the social issues, and provide some skills . 2 centres for stitching and tailoring will be supported [usually the course is of 3 months] will run in rotation for 10 villages to benefit more number of girls. At least 200 girls in year will be trained and capacitated [2 trainers]
9. **Monitoring of Anganwadi centres:** For proper care and protection of 0- 6 years children specially Mushar children. Contact will be established with the anganwadi workers so that they become sensitive towards mushar children, they are brought ,enrolled in the centres and are regularized. play material and TLM will be supported
10. **Strengthening SMC under RTE act, Anganwadi centre under ICDS scheme:** regular visit to school, anganwadi centre will be done to build rapport and monitor the progress. Orientation on RTE act and role and responsibility of SMC members, anganwadi workers.
11. **Health camps:** 2 health camp per year: Due to the extreme poverty and vulnerability health and hygiene is major concern among the community. efforts will be made to organise 2 block level health camp for check-up women , children
12. **Wall painting / development of IEC material:** For dissemination of information and awareness among community at large , time to time wall painting will be done material in local language will be developed .
13. **Training of project personnel** - In order to render quality input towards achieving the project purpose and goal the project team would be receiving 2 days capacity building trainings in a year of the project. The trainings will focus on improving their knowledge base on children's issues, legislations and government schemes and services, RBM etc. External resource persons would be hired to ensure quality input.
14. **Training Of Aganwadi Sevika and Sahayika-Once Times In A Year** Training to Anganwari Sahayika and Sewika on joyful teaching and learning methods, games, extracurricular activities, drawing , painting etc.(32 Sevika and Sahayika and project staff)

Project Personnel:

The project team would be consisting of 19 members including **01 Project Coordinator, 04 Community Organizer, 08 Teacher for support centre , 1 Accountant and 01 Project Director and 04 Vocational Training Teacher.**

❖ Project Coordinator(1)

The required competency for the position would be post -graduate with at least 1 year experience in coordinating projects preferably in education and community mobilization or graduation with 3-years experience in education and community mobilization.

He/she would be responsible to coordinate all project activities, supervise staffs, ensure project objectives are met, take corrective action as required.. He will consolidate the reports of team members in monthly basis, showing progress of the project ,analyse and report variance and plan for corrective action.

She/ He will do liaison with local governance, CBOs/SHGs, line department/concerned govt. department , conduct meeting with PRI members , arrange resource person for vocational training. He will attend at least 40% project activities.

He will prepare project progress as well as financial reports and submit it to funding agency after approval by the Secretary of the organization.

❖ Community Organizer(4)

The required competency for the position would be Graduation or 2 years work experience on education and community mobilization subject.

She/He will consolidate daily and weekly reports of teachers, analyse and report variance and plan for corrective action. He/ She will supervise the works of teachers and improve their competency . He will do

- liaison with local governance , line department and PRI members.
- Orient SHGs in education rights, child labour act., RTE, different govt. schemes and programs .
- Assist Women SHGs members in convergence with different Govt. schemes and programs.
- Attend sample SHG meeting and assist in agenda setting .
- Attend parents meetings
- Monitor and supervise Anganwari Centres and Schools.
- Responsible to conduct all training activities.

She will report to project coordinator.

❖ Accountant(1)

- Maintaining daily accounts of the project expenditure.

- Reporting to the Project Coordinator regarding financial status
- Financial Management
- Ensuring the audit of annual income & Expenditure of the Project.

❖ **Teachers (8)**

The minimum qualification for Teachers would be Intermediate . Matric pass person with work experience on education and community mobilization would also be given preference.

He/ She would be responsible to education to children at Support Centres. They will report to Community Organizer .

Project Director (1)

Project Director will be responsible for selection of competent project personal and their trainings, liaison and coordination with Anganwari Centres, govt. schools, PRI members , concerned govt. dept., overall implementation of project activities and meet the project objectives. He will participate in project activities and approve the project expenditure recommended by Project Coordinator.

Project Duration - 2 Years

Grant Amount Requested - 1,50,000.00 CHF In 2 Years